

LANCASTER COUNTY SCHOOL DISTRICT

300 South Catawba Street
Lancaster, South Carolina 29720

GRADES PK-12

ENROLLMENT 10,933 Students

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	14	4	0	0

IMPROVEMENT RATING: **AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 26 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004	Good	Average	No

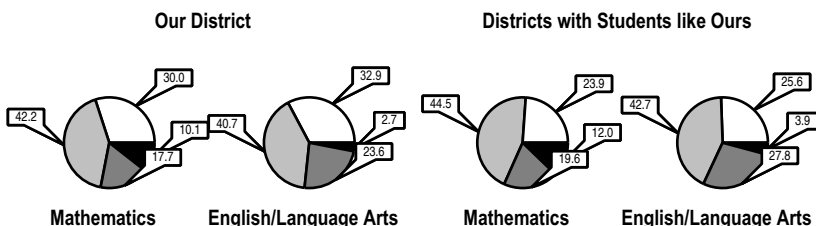
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.9	N/A	N/A	77.2	N/A	N/A
Passed 1 subtest	14.1	N/A	N/A	12.3	N/A	N/A
Passed no subtests	14.0	N/A	N/A	10.6	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.5	16.1
Seniors who met the SAT/ACT requirement	9.5	16.6
Seniors who met the grade point average	49.3	50.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	5,134	99.7	32.9	40.8	23.6	2.7	26.3
Gender							
Male	2,726	99.8	39.6	40.0	18.4	2.0	20.4
Female	2,408	99.6	25.3	41.7	29.4	3.5	32.9
Racial/Ethnic Group							
White	3,194	99.7	23.5	42.8	30.3	3.4	33.7
African-American	1,790	99.8	49.0	37.5	11.9	1.6	13.5
Asian/Pacific Islander	22	100.0	15.8	57.9	21.1	5.3	26.3
Hispanic	107	99.1	54.5	31.8	13.6	0.0	13.6
American Indian/Alaskan	16	93.8	54.5	36.4	9.1	0.0	9.1
Disability Status							
Not Disabled	4,455	99.8	28.2	43.3	26.2	2.4	28.5
Disabled	679	99.4	64.4	24.4	6.4	4.8	11.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,134	99.7	32.9	40.8	23.6	2.7	26.3
English Proficiency							
Limited English Proficient	68	100.0	78.2	20.0	1.8	0.0	1.8
Non-Limited English Proficient	5,066	99.7	32.4	41.1	23.9	2.7	26.6
Socio-Economic Status							
Subsidized meals	2,667	99.7	46.2	38.4	14.0	1.3	15.4
Full-pay meals	2,462	99.7	18.9	43.3	33.7	4.1	37.8
Mathematics							
All Students	5,132	99.8	30.0	42.2	17.7	10.1	27.8
Gender							
Male	2,724	99.9	33.1	41.6	15.9	9.3	25.2
Female	2,408	99.8	26.5	42.8	19.7	11.0	30.7
Racial/Ethnic Group							
White	3,193	99.8	20.9	43.5	21.6	13.9	35.6
African-American	1,789	99.9	45.8	40.2	10.6	3.4	14.0
Asian/Pacific Islander	22	100.0	10.5	47.4	15.8	26.3	42.1
Hispanic	107	99.1	48.9	34.1	14.8	2.3	17.0
American Indian/Alaskan	16	100.0	25.0	41.7	33.3	0.0	33.3
Disability Status							
Not Disabled	4,454	99.9	25.4	44.3	19.5	10.9	30.4
Disabled	678	99.7	61.0	28.1	5.7	5.1	10.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,132	99.8	30.0	42.2	17.7	10.1	27.8
English Proficiency							
Limited English Proficient	68	100.0	67.3	27.3	3.6	1.8	5.5
Non-Limited English Proficient	5,064	99.8	29.6	42.4	17.9	10.2	28.1
Socio-Economic Status							
Subsidized meals	2,666	99.8	41.9	41.5	12.2	4.4	16.6
Full-pay meals	2,461	99.9	17.5	42.9	23.5	16.1	39.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	818	98.9	24.4	39.1	33.6	2.9	36.5
	Grade 4	830	99.6	28.7	43.8	26.5	1.0	27.5
	Grade 5	906	99.7	42.1	41.6	15.7	0.6	16.3
	Grade 6	969	99.3	43.3	35.5	18.6	2.6	21.3
	Grade 7	800	98.9	36.6	46.8	15.2	1.4	16.6
	Grade 8	899	99.0	42.4	43.1	13.0	1.4	14.4
2004	Grade 3	846	99.5	23.3	33.4	38.6	4.8	43.4
	Grade 4	821	99.4	27.4	45.6	25.8	1.3	27.0
	Grade 5	811	99.9	30.0	48.3	21.0	0.6	21.7
	Grade 6	914	99.9	45.5	32.5	20.0	2.0	22.0
	Grade 7	965	99.7	33.9	45.7	18.9	1.5	20.4
	Grade 8	785	99.9	37.6	45.8	13.9	2.6	16.6

Mathematics								
2003	Grade 3	818	100.0	18.2	50.6	20.0	11.2	31.2
	Grade 4	830	99.8	21.8	47.6	19.2	11.4	30.6
	Grade 5	906	99.9	31.8	43.9	17.5	6.8	24.3
	Grade 6	969	100.0	30.3	35.9	21.8	12.0	33.8
	Grade 7	800	99.8	37.4	36.6	16.6	9.4	26.0
	Grade 8	899	99.4	38.1	43.8	12.8	5.3	18.1
2004	Grade 3	846	99.8	25.8	51.3	17.0	6.0	23.0
	Grade 4	821	99.9	22.5	46.3	20.9	10.4	31.3
	Grade 5	811	99.9	27.7	44.3	17.5	10.6	28.1
	Grade 6	914	100.0	30.4	34.7	23.1	11.8	34.9
	Grade 7	965	99.8	33.4	39.7	14.8	12.1	26.9
	Grade 8	785	99.7	42.1	42.1	10.9	4.9	15.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	893	94.4	18.5	32.4	30.6	18.5	49.1
Gender							
Male	439	93.6	22.1	35.5	27.2	15.2	42.4
Female	454	95.2	15.1	29.5	33.9	21.6	55.5
Racial/Ethnic Group							
White	561	95.9	10.8	29.0	35.0	25.2	60.2
African-American	323	92.0	31.8	39.5	22.0	6.8	28.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	791	95.3	13.1	32.8	33.5	20.7	54.1
Disabled	102	87.3	64.0	29.2	6.7	N/A	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	893	94.4	18.5	32.4	28.3	18.5	49.1
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	889	94.5	18.3	32.5	30.6	18.5	49.2
Socio-Economic Status							
Subsidized meals	379	90.5	30.8	39.6	22.3	7.3	29.6
Full-pay meals	514	97.3	10.0	27.5	36.3	26.1	62.4

Mathematics							
All Students	893	93.4	22.5	33.1	28.3	16.0	44.3
Gender							
Male	439	92.3	24.1	32.8	26.4	16.7	43.0
Female	454	94.5	21.0	33.4	30.1	15.4	45.6
Racial/Ethnic Group							
White	561	95.4	12.6	32.1	33.1	22.2	55.3
African-American	323	90.1	40.7	34.8	19.3	5.2	24.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	791	94.3	18.1	33.6	30.6	17.8	48.4
Disabled	102	86.3	60.2	29.5	9.1	1.1	10.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	893	93.4	22.5	33.1	28.3	16.0	44.3
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	889	93.5	22.5	33.1	28.3	16.1	44.4
Socio-Economic Status							
Subsidized meals	379	88.7	37.7	32.3	23.4	6.6	29.9
Full-pay meals	514	96.9	12.3	33.7	31.7	22.4	54.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	532	93.8%	609	9.5%	730	73.6%	N/A
Gender							
Male	256	92.6%	305	9.5%	378	69.0%	
Female	274	95.3%	304	9.5%	352	78.4%	
Racial/Ethnic Group							
White	373	96.5%	395	13.2%	476	79.0%	
African American	154	87.7%	208	2.4%	245	64.5%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	2	I/S	5	0.0%	7	28.6%	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
Disability Status							
Not disabled	498	95.6%	566	10.2%	658	78.9%	
Disabilities other than speech	32	68.8%	43	0.0%	72	25.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	519	94.0%	609	9.5%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	1	I/S	18	16.7%	
Non-LEP	528	93.9%	608	9.5%	708	75.4%	
Socio-Economic Status							
Subsidized meals	147	85.0%	192	1.6%	257	57.6%	
Full-pay meals	381	97.4%	417	13.2%	473	82.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.8%	94.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	730	749
Number of Diplomas	537	573
Rate	73.6%	77.4%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	472	457	482	474	954	931
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.2	17.2	18.2	18.4	19.1	17.7	18.8	18.6	18.7	18.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 10,933)				
First graders who attended full-day kindergarten	98.9%	N/C	95.8%	97.2%
Retention rate	5.5%	Up from 0.1%	5.0%	5.3%
Attendance rate	96.3%	Up from 95.3%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		5.1%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		4.4%	5.1%
Eligible for gifted and talented	10.9%	Up from 10.7%	15.8%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 8.8%	11.3%	10.9%
Older than usual for grade	3.4%	Down from 3.5%	4.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 1.9%	1.4%	1.1%
Enrolled in AP/IB programs	8.2%	Down from 11.9%	15.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	366	Up from 315	247	157
Completions in adult education GED or diploma programs	42	Down from 56	54	39
Annual dropout rate	5.1%	Down from 5.4%	4.0%	2.9%
Teachers (n= 731)				
Teachers with advanced degrees	54.3%	Up from 52.7%	51.9%	50.0%
Continuing contract teachers	84.0%	Down from 84.1%	85.3%	84.6%
Highly qualified teachers**	91.5%	N/A	92.4%	92.5%
Teachers with emergency or provisional certificates	5.7%		4.0%	4.4%
Teachers returning from previous year	91.9%	Up from 90.3%	91.1%	89.9%
Teacher attendance rate	94.9%	Up from 94.4%	94.9%	94.7%
Average teacher salary	\$40,766	Up 1.2%	\$41,154	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.2%	0.3%
Prof. development days/teacher	11.0 days	Up from 10.3 days	12.5 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.3	3.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 24.6 to 1	21.6 to 1	21.0 to 1
Prime instructional time	89.7%	Up from 88.1%	89.6%	89.5%
Dollars spent per pupil*	\$6,763	Down 1.8%	\$7,148	\$7,217
Percent of expenditures for teacher salaries*	56.9%	Down from 58.2%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.4%	97.3%
Number of schools	19	No change	17	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	3.2%	Up from 2.6%	3.3%	4.3%
Average age in years of school facilities	22	Down from 29	26	26
Number of schools with SACS accreditation	18	No change	15	8
Average administrator salary	\$65,042		\$67,507	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	34.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Making sure that all students receive a quality education continued as our focus in 2003-04.

Our schools offered strong instructional programs based on the S.C. curriculum standards. We also offered:

- * enrichment opportunities for students identified as academically or artistically gifted,
- * a middle school pre-honors program in each of the core subject areas,
- * honors and Advanced Placement courses at all high schools,
- * college credit courses through USCL and York Tech at all high schools,
- * job shadowing and internship opportunities, computer-assisted instruction through FAST ForWord and other learning software programs, and
- * after-school and summer programs provided through our partnerships with Communities-In-Schools, Twenty-First Century Learning Centers and First Steps of Lancaster County.

Our teachers also continue to work on developing more effective teaching methods and strategies. Nearly 200 teachers took part in our Professional Growth Institute during the summer and throughout the school year. In the courses offered by the institute, teachers studied together to improve instructional skills.

This year, we once again faced severe budget reductions at the state level. We are fortunate that our partnerships with the J. Marion Sims Foundation, the Springs Foundation, the John T. Stevens Foundation and the Lancaster Youth Endowment allowed us to continue some services to children that otherwise would have been reduced or eliminated.

We also continue to be grateful for the support you - our parents - give our schools and our students. The most important factors in a child's success in school are the support he/she receives from parents and parents' attitudes about education.

We are fortunate to have so many parents who work hard to make sure their children are prepared for school each day and who volunteer to help out at schools. We are also fortunate to have formalized parental leadership through PTAs, School Improvement Councils and Parents for Public Schools.

Two other things continue to impress me about the educational system in Lancaster County - first, how hard our teachers, administrators and district-level staff work to help each child perform at high levels and meet our state's challenging standards, and second, how supportive our business and civic community is of our schools, donating time and resources to make our schools better.

Thank you again for your support of our schools, and I hope you will continue to work with your children daily to help them achieve success in all aspects of their education.

Working together, we can have the best possible effect on each child's learning.

Patricia K. Burns, Superintendent